



# **WE TRANSFORM OUR SCHOOLYARD**

**Imagine through diversities and senses**

**With this game we want to provide the schools with a tool to observe the schoolyard with a new perspective of diversities and senses.**

**Promoting cooperation and inclusive values since childhood will allow us to achieve, in the long term, a more equal and just society.**

**Shall we play?**

### **Concept**

Clara Borràs and Equal Saree

Game based in the methodology of the book: "El patio de la escuela en igualdad. Guía de diagnóstico e intervención con perspectiva de género". Available here: <https://pol-len.cat/llibres/patis-escola/>

### **Design**

Clara Borràs

### **Team and Coordination**

We are an international team of women architects from Spain, Greece and Cyprus with different experiences in various places in the world. Our paths crossed in Barcelona where we shared our interest in participatory projects for urban development and social inclusion.

Julia Goula, Dafne Saldaña y Helena Cardona are part of Equal Saree founded in 2010. Equal Saree is a collective of Barcelona that applies the feminist perspective in architecture and urbanism. Among other projects, Equal Saree has developed a methodology of analysis and intervention with a gender perspective in schoolyards on which the game WE TRANSFORM OUR SCHOOLYARD is based.

Konstantina Chrysostomou, Eva Grigoriadou and Georgia Manousogiannaki studied together in Crete, Greece, and then did their master's studies in Barcelona. Konstantina continues to work on inclusive urban strategies and participatory processes in Barcelona, while Eva and Georgia returned to Athens where they are working on educational and social programs.



<https://creativecommons.org/licenses/by-nc-sa/4.0/>



## WHAT WILL YOU FIND IN THIS DOCUMENT?

1. The game: an introductory explanation.
2. How to organise the game: space,time and material
3. Step by Step.
4. Annex: The materials you will need for playing.
  - A. Dossier for every team (blue, yellow, red, green)

# 1 THE GAME

## What is it?

The game **We Transform Our Shcoolyard** is the second part of the game **We Observe Our Schoolyard** and it offers an educational and ludic tool for the kids to think, experiment and develop proposals to improve the schoolyard under a new perspective.

Again, through the fictional character, the students will work on empathy and will imagine a new schoolyard through their senses.

## To whom is adressed?

The game is addressed to primary schools that would like to work on the values of inclusivity under a gender perspective.

## How is it played?

The game is designed so that a class can make 4 blocks of activities divided into groups, the same groups as in the previous game:



If in the previous game, it was decided that only one block would be made, it is important to focus this second part on the same block.

## What are the stages?

The game has 3 stages with a duration of 2 to 3 hours each: Prioritization, Imagine the senses and The newspaper of the future. They can be done on the same day or on different days.

# 2

## PLANIFICATION: SPACE, TIME AND MATERIALS

STAGES	DESCRIPTION	TIME	MATERIALS*	SPACE
1 Prioritization	<p>We start from the results of the game <b>We observe Our Schoolyard</b> and then we order them according to the priorities set by the children.</p> <p>On the basis of a chosen need, each group decides the specific location of the need and, therefore, the space to be transformed.</p>	60'	<p>Templates to arrange the hearts (&lt;3) and the exclamation marks (!)</p> <p>Markers</p> <p>Scissors</p> <p>Template where the problem (!) is written, the location of the problem on the map of the school</p> <p>Plan of the schoolyard (from Google Maps or other sized 18x16.5 cm approx.</p>	Classroom or Schoolyard
2 We imagine through the senses	<p>Through our senses, we imagine proposals that could be part of the solution of the detected problem.</p> <p>First, we go out to the schoolyard and imagine how the character would experience a new space through the senses.</p> <p>At the end of the session, the imagined proposals are discussed and we take pictures of this process.</p>	1:30h	<p>Templates for the senses</p> <p>Markers and colors</p> <p>Painter's tape</p> <p>Scissors and glue</p> <p>Texture cuts, whether printed or real (sand, fabrics, ropes, grass, cork, etc.)</p> <p>1 camera</p>	Schoolyard
3 The newspaper of the future	<p>In this phase the proposals that have been imagined for the schoolyard are collected. We will write an article in an imaginary newspaper of the future. For this, different roles must be distributed.</p> <p>Finally, we will gather all the material in a mural.</p>	2h	<p>Newspaper article templates printed in A3 size</p> <p>Scissors</p> <p>Pens</p> <p>Photographs of phase 2.</p> <p>Glue</p> <p>Wall paper</p>	Classroom, Corridor, Schoolyard

\*the templates you will find in part 4. Annex: the materials we need to play

# 3 STEP BY STEP

## 3.1 THE PRIORITIZATION

### Prioritize the results of the game **WE OBSERVE OUR SCHOOLYARD**

Apart from the character figure that the game Observe our Schoolyard result, each group has to complete each observation sheet of the hearts (<3) and exclamation marks (!) the different necessities and good practices that you identify in the schoolyard through the eyes for your character. Once written on the template, kids will have to make lists according to priorities.

Always with intent to express the experiences of their character.

The image shows two observation sheets for the game 'WE OBSERVE OUR SCHOOLYARD'. The top sheet is for hearts (<3) and the bottom sheet is for exclamation marks (!). Both sheets have a list of 6 items to be prioritized.

**Top Sheet (Hearts):**

WRITE IN THIS LIST ALL THOSE ♥ YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.  
NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

1 ♥ \_\_\_\_\_  
2 ♥ \_\_\_\_\_  
3 ♥ \_\_\_\_\_  
4 ♥ \_\_\_\_\_  
5 ♥ \_\_\_\_\_  
6 ♥ \_\_\_\_\_

**Bottom Sheet (Exclamation Marks):**

WRITE IN THIS LIST ALL THOSE ! YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.  
NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS, FOR EXAMPLE: ! IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE CAN RELAX.

1 ! \_\_\_\_\_  
2 ! \_\_\_\_\_  
3 ! \_\_\_\_\_  
4 ! \_\_\_\_\_  
5 ! \_\_\_\_\_  
6 ! \_\_\_\_\_

**Prioritization Lists:**

**Left List (Hearts):**

1 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
2 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
3 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
4 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
5 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
6 WRITE EXCLAMATION TITLES (ONLY IMPROVING)

**Right List (Exclamation Marks):**


1 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
2 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
3 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
4 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
5 PUT HERE EVERY TITLE WITH PRIORITY ORDER  
6 PUT HERE EVERY TITLE WITH PRIORITY ORDER

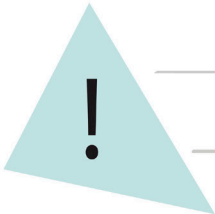
## Priority Needs

Each group must choose the no1 need of the exclamation mark (!) document and write it on the next tab. At the bottom, a copy of the plan of the schoolyard is attached (with which you have already become familiar after the game **We observe our schoolyard**).

Continuously, each group goes out to the schoolyard and decides where the need could be answered.

Finally, the schoolyards' space is marked with a color where they have decided to analyse with the certain need.

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



\_\_\_\_\_

\_\_\_\_\_

PASTE HERE THE MAP

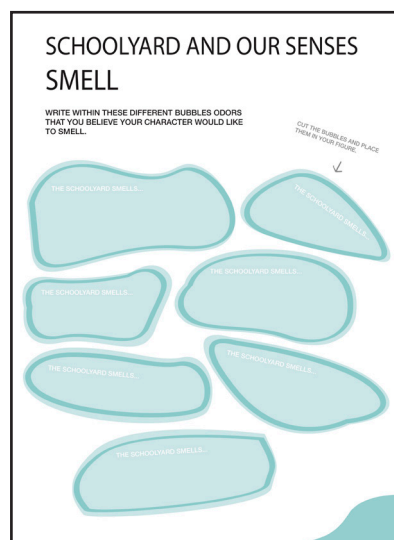
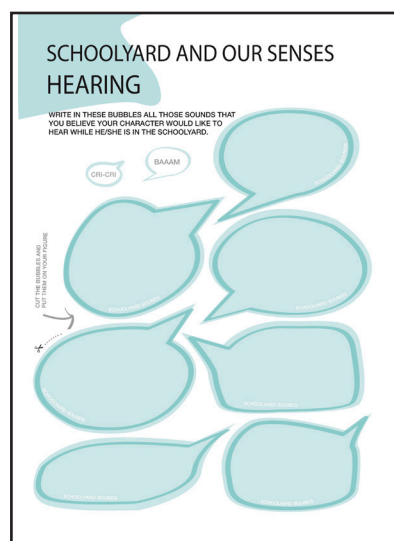
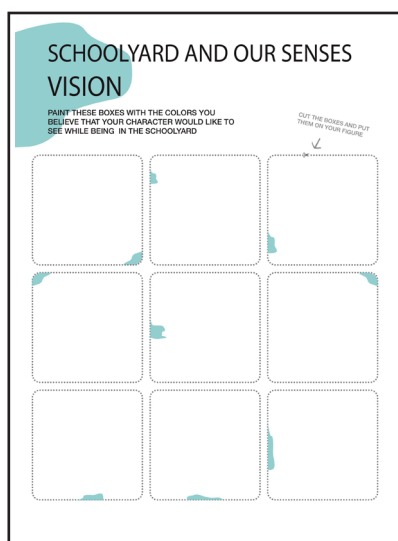
## 3.2 WE IMAGINE THROUGH THE SENSES

### Imagine

In this phase, the kids, through the templates will find in their dossier, must imagine how their character would like to experience their schoolyard. This activity seeks to capture the wishes of girls and boys through sounds, smells, touch or vision. The teacher who encourage the activity will ask the students to be distributed in the 4 groups and go to the space they have marked in the plan during the previous phase. In each dossier the groups will find some files that will help them define their feelings.

The group has to cut and paste with a tape the different elements, either on the walls, on the floor on any other space.

### Image templates:





## Collective mapping

At the end of the session, all the groups meet together, in order to make team meeting and explain and present their proposals, starting from the initial problem and defining how they imagined the experience of this new space through the senses.

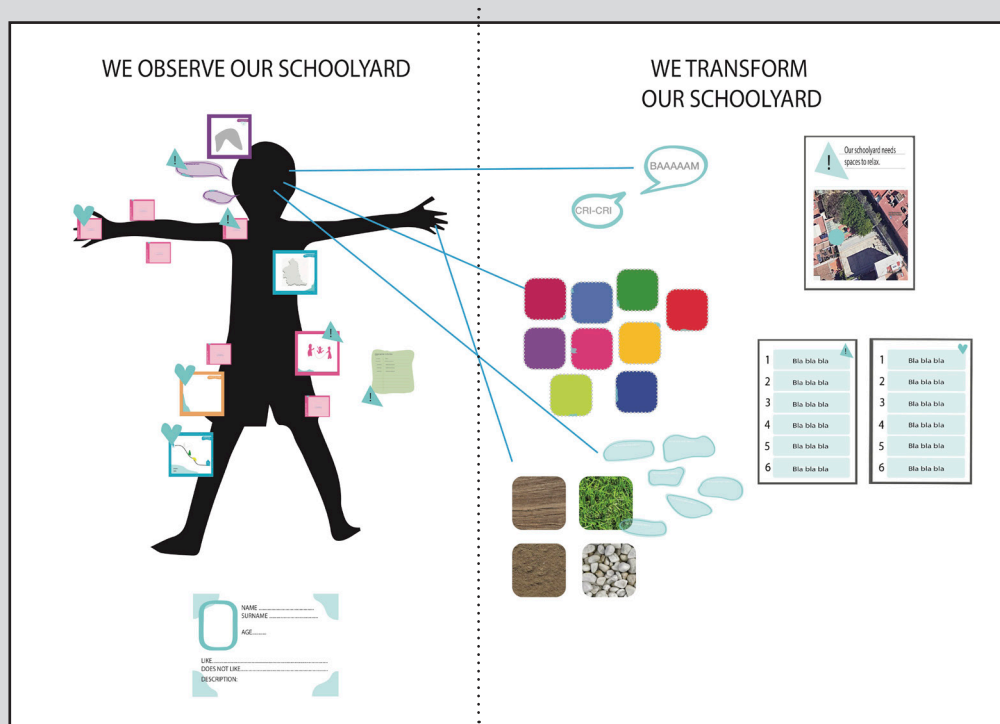
A real proposal of a space is not expected from this activity, but kids can imagine the experience of a space.

A volunteer can take pictures, It is important that an overview of the space that has been analysed, as well as representative details will be presended. The photographs will be used in the 3rd stage.

## Documentation

Before moving on to the 3rd stage, each group will take a few minutes to collect all the material they have generated and place it on a mural right next to the activity mural: **We observe our schoolyard** If necessary they can make arrows, write comments, etc.

## Example of a possible result:



### 3.3. THE NEWSPAPER FROM THE FUTURE

This session's objective is to document the live process during the activity. The students have to write an article in a imaginary newspaper from the future, in which there are news about the day of the inauguration of the new schoolyard. For this one they have to take different roles:

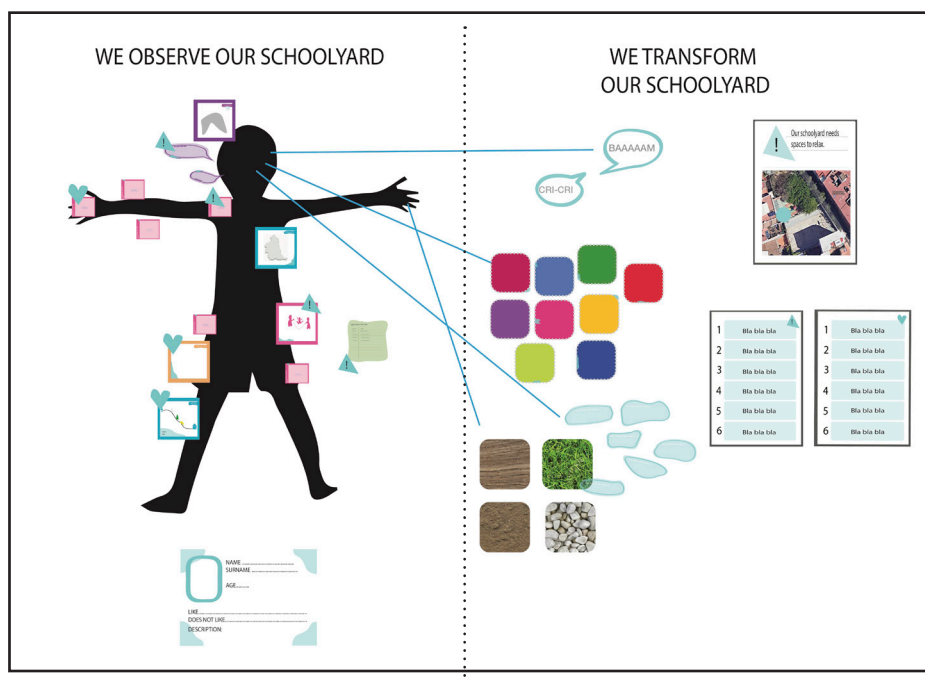
- **The character:** represents the testimony of the experience and the change in the schoolyard. The boy or the girl will put themselves in the role of his/her character and think about what opinion he/she would have about the proposal that his/her group has made. Do you like? Don't you like? Could you consider any more aspects

- **The journalist:** He/she will do an interview to the character in order to understand how has he/she experienced the process and what he/she thinks about the new proposal for the schoolyard.

- **The editors:** They write the headline, the introduction and the text describing how it was the day of the inauguration of the new schoolyard. All shall come from kids own imagination. They should make a drawing of what would be a imaginary inauguration of the schoolyard that incorporates all the details that have been elaborated during the activity. In the article, for example, they can describe what the new schoolyard looks like, what the general opinion of the school community has been, the design process, etc.

- **The designers:** They gather all the material on the newspaper's article template that they will hang on the mural. If they wish, kids can also design their own newspaper, without using the template.

Finally, at the end of the two games, you will get a mural in 2 parts with which you can make an exhibition at the school (in the yard, the corridors or other spaces) so that the whole school's community can consult and compare the results.






# **ANNEX**




**DOSSIER FOR EACH GROUP (BLUE, YELLOW, RED AND GREEN)**

A large, irregular, organic shape in a teal color, resembling a splash or a cloud, centered on a white background. The shape has a soft, wavy border and a solid teal fill.

BLUE


WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.




---

---




---

---




---

---




---

---



---


---



---

---

WRITE IN THIS LIST ALL THOSE   
YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS,  
FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE CAN  
RELAX.



---

---



---

---



---

---



---

---



---

---



---

---



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

ΒΑΛΤΕ ΕΔΩ ΚΑΘΕ ΤΙΤΛΟ ΜΕ ΣΕΙΡΑ ΠΡΟΤΕΡΑΙΟΤΗΤΑΣ



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER



2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

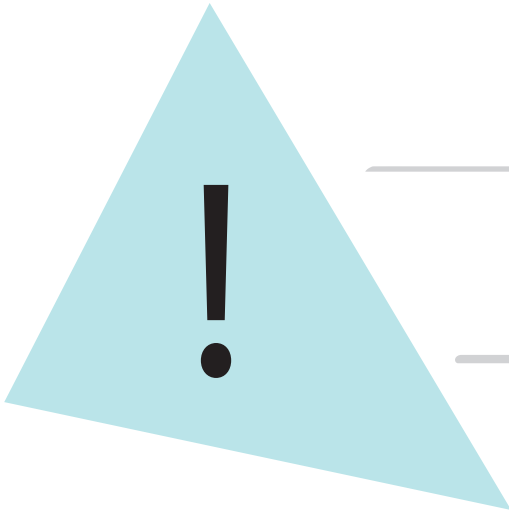
5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



---

---

PASTE HERE THE MAP

# SCHOOLYARD AND OUR SENSES

## VISION

PAINT THESE BOXES WITH THE COLORS YOU  
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO  
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT  
THEM ON YOUR FIGURE




# SCHOOLYARD AND OUR SENSES

## HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

CUT THE BUBBLES AND  
PUT THEM ON YOUR FIGURE



# SCHOOLYARD AND OUR SENSES

## TOUCH

PASTE INSIDE THE BOXES CUTS FROM TEXTURES, ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU THINK YOUR CHARACTER WOULD LIKE TO BE ABLE TO TOUCH.

CUT THE BOXES AND PASTE THEM ON YOUR FIGURE.




# SCHOOLYARD AND OUR SENSES

## SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO SMELL.

CUT THE BUBBLES AND PLACE THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

# NEWS



---

---

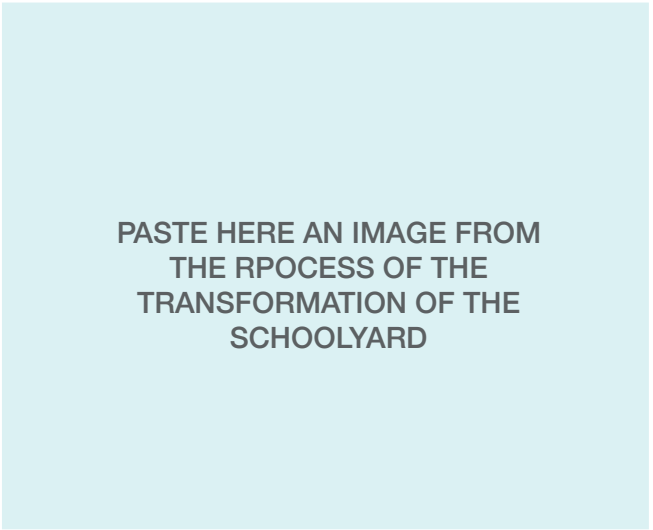
PASTE HERE AN IMAGE THAT  
REPRESENTS YOUR PROPOSAL FOR  
THE IMPROVEMENT OF THE  
SCHOOLYARD

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

## OUR NEW SCHOOLYARD...



PUT HERE ANOTHER IMAGE  
OF YOUR PROPOSAL



PASTE HERE AN IMAGE FROM  
THE RPOCESS OF THE  
TRANSFORMATION OF THE  
SCHOOLYARD

The new schoolyard includes...

---

---

---

---

---

During the design

girls and boys...

---

---

---

---

## THE INTERVIEW

The newspaper has interviewed

what changes are necessary

for the schoolyard

How did you decide

what changes are necessary

for the schoolyard

---

---

---

What is your favorite element  
of the new schoolyard?

---

---

---

PASTE HERE A PORTRAIT  
OF YOUR CHARACTER

---

---

---




YELLOW




WRITE IN THIS LIST ALL THOSE YOU  HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.




---

---




---

---




---

---




---

---



---


---



---

---

WRITE IN THIS LIST ALL THOSE   
YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS,  
FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE  
CAN RELAX.



---

---



---

---



---

---



---

---



---

---



---

---



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

1

PUT HERE EVERY TITLE WITH PRIORITY ORDER



2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



---

---

PASTE HERE THE MAP

# SCHOOLYARD AND OUR SENSES

## VISION

PAINT THESE BOXES WITH THE COLORS YOU  
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO  
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT  
THEM ON YOUR FIGURE




# SCHOOLYARD AND OUR SENSES

## HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

CUT THE BUBBLES AND  
PUT THEM ON YOUR FIGURE



# SCHOOLYARD AND OUR SENSES

## TOUCH

PASTE INSIDE THE BOXES CUTS FROM TEXTURES,  
ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU  
THINK YOUR CHARACTER WOULD LIKE TO BE ABLE  
TO TOUCH.

CUT THE BOXES AND PASTE  
THEM ON YOUR FIGURE.






# SCHOOLYARD AND OUR SENSES

## SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO SMELL.

CUT THE BUBBLES AND PLACE THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS....

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

# NEWS



PASTE HERE AN IMAGE THAT REPRESENTS YOUR PROPOSAL FOR THE IMPROVEMENT OF THE SCHOOLYARD

## OUR NEW SCHOOLYARD...

PUT HERE ANOTHER IMAGE OF YOUR PROPOSAL

PASTE HERE AN IMAGE FROM THE RPOCESS OF THE TRANSFORMATION OF THE SCHOOLYARD

The new schoolyard includes...

During the design girls and boys...

## THE INTERVIEW

The newspaper has interviewed what changes are necessary for the schoolyard


PASTE HERE A PORTRAIT OF YOUR CHARACTER

How did you decide what changes are necessary for the schoolyard







What is your favorite element of the new schoolyard?




RED



WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>


WRITE IN THIS LIST ALL THOSE   
YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS,  
FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE  
CAN RELAX.




---

---




---

---




---

---




---

---



---

---



---

---



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER



2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



PASTE HERE THE MAP



# SCHOOLYARD AND OUR SENSES

## VISION

PAINT THESE BOXES WITH THE COLORS YOU  
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO  
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT  
THEM ON YOUR FIGURE




# SCHOOLYARD AND OUR SENSES

## HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

CUT THE BUBBLES AND  
PUT THEM ON YOUR FIGURE



# SCHOOLYARD AND OUR SENSES

## TOUCH

PASTE INSIDE THE BOXES CUTS FROM TEXTURES, ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU THINK YOUR CHARACTER WOULD LIKE TO BE ABLE TO TOUCH.

CUT THE BOXES AND PASTE THEM ON YOUR FIGURE.




# SCHOOLYARD AND OUR SENSES

## SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO SMELL.

CUT THE BUBBLES AND PLACE  
THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

# NEWS



PASTE HERE AN IMAGE THAT  
REPRESENTS YOUR PROPOSAL FOR  
THE IMPROVEMENT OF THE  
SCHOOLYARD

## OUR NEW SCHOOLYARD...

PUT HERE ANOTHER IMAGE  
OF YOUR PROPOSAL

PASTE HERE AN IMAGE FROM  
THE RPOCESS OF THE  
TRANSFORMATION OF THE  
SCHOOLYARD

The new schoolyard includes...

During the design

girls and boys...

## THE INTERVIEW

The newspaper has interviewed

what changes are necessary

for the schoolyard

How did you decide

what changes are necessary

for the schoolyard


What is your favorite element

of the new schoolyard?


PASTE HERE A PORTRAIT  
OF YOUR CHARACTER



GREEN


WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.




---

---




---

---




---

---




---

---



---


---



---

---

WRITE IN THIS LIST ALL THOSE   
YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS,  
FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE  
CAN RELAX.



---

---



---

---



---

---



---

---



---

---



---

---





1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

1

PUT HERE EVERY TITLE WITH PRIORITY ORDER



2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



---

---

PASTE HERE THE MAP

# SCHOOLYARD AND OUR SENSES

## VISION

PAINT THESE BOXES WITH THE COLORS YOU  
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO  
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT  
THEM ON YOUR FIGURE




PUT HERE ANOTHER IMAGE  
OF YOUR PROPOSAL

PASTE HERE AN IMAGE FROM  
THE RPROCESS OF THE  
TRANSFORMATION OF THE  
SCHOOLYARD

### During the design

girls and boys...

The newspaper has interviewed

what changes are necessary

for the schoolyard

How did you decide

what changes are necessary

for the schoolyard

What is your favorite element

of the new schoolyard?

PASTE HERE A PORTRAIT  
OF YOUR CHARACTER

# SCHOOLYARD AND OUR SENSES

## HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

CUT THE BUBBLES AND  
PUT THEM ON YOUR FIGURE



# SCHOOLYARD AND OUR SENSES

## TOUCH

PASTE INSIDE THE BOXES CUTS FROM TEXTURES,  
ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU  
THINK YOUR CHARACTER WOULD LIKE TO BE ABLE  
TO TOUCH.

CUT THE BOXES AND PASTE  
THEM ON YOUR FIGURE.




# SCHOOLYARD AND OUR SENSES

## SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO SMELL.

CUT THE BUBBLES AND PLACE  
THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...